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ABSTRACT

The foreign language/career education program at Crossland Senior High School in Camp Springs, Maryland, is described. Crossland High maintains two distinct divisions, the academic and the vocational. The new language program offers vocational students the opportunity to learn to speak and understand those foreign words and phrases most needed in their specific work areas. The vocational students are never required to memorize grammar rules or the spelling of foreign lexical items. Advanced foreign language students from levels three to five are the program instructors. Classes last thirty minutes each and are held weekly in the vocational classrooms. Instructional teams are set up with one teacher and several helpers per session. Each language student has at least one chance to teach a class. At present the program is in operation two days every week, involving upper level Spanish and German students and vocational students in a variety of areas. Samples of vocabulary lists for the courses and a lesson plan form used by the instructors are appended to the paper. (PMP)

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FOREIGN LANGUAGES IN CAREER TRAINING
VOCATIONAL AND FOREIGN LANGUAGE DEPARTMENTS
CROSSLAND SENIOR HIGH SCHOOL, CAMP SPRINGS, MARYLAND, 20031

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Submitted by Barbara Bigelow and Norman Morrison

FOREIGN LANGUAGES AND CAREER TRAINING
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Foreign Language teaching has gone Vocational at Crossland Senior High School. Crossland is a school of approximately 2300 students and includes a Vocational wing of 17 occupational areas. The Vocational areas offered are: Automobile Mechanics, Welding, Carpentry Drafting, Commercial Sewing, Food Services, Electronics, Sheet Metal, Nursing Assistant, Printing, Data Processing, Cosmetology, Distributive Education, Maintenance and Repair, Trowel Trades, Air Conditioning and Refrigeration, and Industrial Electricity.

Crossland is located in an area consisting of from lower class to middle upper-class neighborhoods. Prince George's County, Maryland is a gateway to the nation's capital and is the county with the fastest rate of population growth in the nation. Home to almost seven hundred thousand people, with eight hundred new people moving to Prince George's County each week, a projected population of one million is not far away. Although much of the county is urban in nature, a rural area still exists in the southern end of the county where tobacco is the mainstay of the economy. The county seat of Prince George's County is Upper Marlboro, located about ten miles from Crossland Senior High School.

It is difficult to define the school community of Crossland since the Vocational Wing draws students from the entire southern end of the county. For this reason, county-wide statistics must be used when describing certain areas of the school community, such as population. Of the total school population, 26% are black. A large number of people in the school community work for the federal government and commute to Washington, D. C. Many people are in the military and work at Andrews Air Force Base or in the other military installations in the Washington metropolitan area.

The Foreign Language Department of Crossland offers four languages: French, German, Spanish, and Latin. The Academic and Vocational sections of Crossland have always maintained their separate ways and have very seldom worked together on any projects. It was felt that the foreign language department could offer the Vocational students the opportunity to study the foreign language of their choice without being enrolled in a formal language class. In this way, the two diverse sections of the school could work together and students from both areas could learn from each other. The Vocational students would not be studying a foreign language in the same way that those enrolled in a foreign language program study. Rather, they would learn to speak and understand those words and phrases needed in their specific areas. In some areas - such as Food Services and Drafting - the Vocational student would learn to read for recognition only. They would not be required to memorize any rules or even the spelling of words and phrases taught unless

they specifically so request. It was felt that the foreign language department could thus give a greater edge to these students when they enter the job market since they would have a basic knowledge of another language as an additional saleable skill.

The high school, because of its departmentalization, is not a suitable locale for career education. In addition to the compartmentalization, there is a natural gap of misunderstanding between the Vocational and Academic wings. Since all subject areas should be involved in Career Education, this division and compartmentalization is detrimental to Career Education. The project that our students are involved in should help to break down the barriers between the Academic and Vocational wings, since it should serve to show that foreign languages can be used in all phases of life, and should not be considered for an elite group of students exclusively. Why should a Vocational student not study a foreign language? Why should an Academic student not avail himself of the opportunity to learn something of a Vocational Trade?

The foreign language culture and its relationship to the particular vocation is also taught. It can be something as simple as names of foreign foods in the Food Services Division, or the history of printing in Germany.

We are a multi-cultured pluralistic society in which foreign languages are needed in careers to communicate with fellow workers and customers who speak a language other than English. In each daily newspaper there are many ads for using a foreign language as a tool in conjunction with other trades. Some of these ads are explicit in their requests for certain foreign

languages, others are implications that a foreign language would be of help when "international" is used in the job description. Those skilled in an additional language will be especially needed during the Bicentennial celebration with the great influx of foreign visitors to the Washington Metropolitan area.

Foreign language teachers are aware of the many professions requiring the use of a foreign language - such as interpreter/translator, foreign language used in the scientific areas, and teaching a foreign language. Foreign language teachers are usually not aware of the many other vocational areas where a foreign language is a pre-requisite or a condition for employment, such as a bilingual receptionist. Teachers are not usually aware of a foreign language being used as a tool in the following areas which were taken from the want ads of a Sunday edition of the Washington Post: bi-lingual telephone interviewer, applicance and refrigeration repair, bookkeeper for an international organization, and chef in a restaurant specializing in foreign foods. The use of foreign languages in these areas is a new motivating factor for students. The primary complaint of foreign language students is that languages are not relevant, or that other subjects are more important and relevant than foreign languages. It should be made clear to both teachers and students that a foreign language can be used at any level of education, from high-school drop-out to doctoral degree.

Permission to initiate this program at Crossland was requested from Mr. Conrad B.H. Koch, Principal. After receiving his agreement on our proposed plan and encouragement to put it into immediate action, a letter was

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sent to Mr. William R. Smith, Vice-Principal in charge of the Vocational Wing. The proposal requested permission to institute a program of Foreign Languages in Career Training, and suggested the use of advanced foreign language students from levels three through five as "teachers". These students would teach the Vocational students phrases and words used in the occupational areas and the cultural relationships existing between the countries where the foreign languages are spoken and the occupational area itself. The classes were to be of 30-minute duration and held weekly in the Vocational classrooms.

After securing the approval of Mr. Smith, a survey was taken of all Vocational teachers to determine which areas would be interested, how frequently they received requests from employers for students proficient in their field and with a knowledge of a foreign language, and how many students would be interested in German and/or Spanish. Of the seventeen vocational teachers responding to the survey (a 100% response), only two stated that they occasionally received requests from employers for a student with foreign language capabilities. However, a response was also received from Mr. John Scoleri, who is in charge of the Recruitment and Placement Section of the Vocational Wing. He stated that:

> " I have no scheduled classes with students, but this is a very good gesture. Many employers that I contact are foreign and I'm sure many customers are also. Mostly German or Spanish sprinkled with a little Italian would be great. Any way I can help, please call on me."

Since Mr. Scoleri is the person who receives the majority of requests from employers, it is felt that he would be the one to have the best knowledge of the need for foreign languages in the Vocational area. The two Vocational teachers that stated that they do receive requests from employers for vocationally-trained students with a foreign language capability are Mrs. Helene Wiseman, the Cosmetology teacher, and Mr. Frank Santora, the Sheet Metal teacher. Spanish and German were requested by the students of Cosmetology, and German by those in Sheet Metal. These choices reflect the needs in their specific fields.

The students that are being taught elementary foreign language skills are all sophomores, and consequently are not only exploring their trades, but also exploring how foreign languages apply to and pertain to their trades. The additional Vocational areas requesting instruction in foreign languages were Drafting, Trowel Trades, Food Services, IBM, Printing, Carpentry, Commercial Sewing, and Printing.

The instructional program was begun on November 4, 1974 in the Trowel Trades and Cosmetology areas by the students of Spanish IV-V. The following week the German III class inaugurated their instruction in Food Services, Carpentry, Trowel Trades, and Welding. The German students presented a skit involving a German-speaking mother in a hospital with her sick child, and a doctor who did not speak or understand German. This skit was well-received and showed the value of knowing at least the basics of another language. As a result of this skit, the students of the Nursing Assistant program requested instruction in German and Spanish. These students had not previously requested

any language instruction, feeling that their time would be more wisely spent on terms necessary to their course. Both Spanish and German are now being taught to these students.

The instructional teams of foreign language students are set up with a "teacher" and "helpers" per session. One of the helpers then becomes the teacher for the following week - in this manner each student will have at least one chance to participate in the program, and each week's teacher will know exactly what was taught during the previous session and will be able to conduct a satisfactory review before introducing any new material. A file folder is kept containing lesson plans for each week's teacher, rating sheets filled out by the cooperating teacher in the Vocational area, and copies of whatever material is handed out.

The foreign language students will also learn useful knowledge from the Vocational students - for example, they are being shown how to drive a nail correctly or lay a series of bricks to build a wall. The exploration of a foreign language may motivate more Vocational studnts to take a foreign language. They may not necessarily sign up for a regular course in foreign languages, but may have the desire to pursue the language that they are being introduced to in the form of a Travelers Course. There are relatively few Vocational students now taking a regularly scheduled foreign language course.

Vocational and Academic students pooled their talents and prepared a Christmas party which was attended by all students involved in the program. The students in Food Services were shown how to prepare "Weinachtstollen", and the girls in Cosmetology were taught how to make a "pinata". During the

teaching of the preparation of these items, the foreign language students also instructed the Vocational students on the customs related to Christmas celebrations in German and Spanish-speaking countries. The foreign languages also prepared Christmas baked goods on their own for the party. As an additional cultural treat, the German students brought Saint Nicholas to the Vocational wing where he rewarded those who have been good with nuts and candy and gave straw and switches to those who have been bad. The Spanish students presented a version of "Las Posadas" for the Vocational students at the combined Christmas party.

To our knowledge, there is no other program of this type in the United States. We have begun what we hope will become a permanent component of the upper level foreign language classes. From the favorable comments received both from the cooperating teachers and from Mr. Smith and Mr. Koch at the administrative level, we feel that this small model program may be accepted and expanded by other school systems throughout the country.

Barbara A. Bigelow
Norman T. Morrison

January, 1975

COSMETOLOGY
(Spanish)

hola

pelo largo

pelo suelto

corte de pelo

con rizos

champú

enjuagar

El precio es . . . .

¿Cómo está?

¿Cómo se llama?

¿Puedo ayudarle?

¿Qué se ofrece?

rubio

pelirrojo

moreno

permanente

Numbers 1 through 10

FOOD SERVICES
(German)

Butter

Milch

Wine

Bier

Reis

Toast

Tee

Orange

Pfeffer

Salz

Sauerkraut

Kompott

Honig

Fisch

Tomate

Apfel

Banane

Wasser

Schokolade

Fondue

Mais

Zucker

Glass

Platte

Spachtel (Spatel)

Guten Appetit

Wo ist . . .

Das ist . . .

Hier ist . . .

Was ist das?

NURSING
(German)

Mein Name ist . . .

Ich bin krank fur einen Tag.

Numbers through seven

Ich bin seit Montag krank.

Days of the week

Stecken Sie das Thermometer unter Ihre Zunge.

Wo schmerzen Sie sich?

Wie heissen Sie?

schmerzen

heissen

die Temperatur

das Thermometer

die Krankenschwester

der Arzt - or - der Doktor

nehmen

zeigen

krank

Ich nehme Ihre Temperatur

Wie lang sind Sie schon krank?

Zeigen Sie mir.

der Kopf

das Bein

der Arm

der Brust

der Rücken

die Schulten

die Stirn

der Fuss

die Hand

das Auge

das Ohr

die Nase

der Mund

NURSING ASSISTANT
(Spanish)

¿Cómo está?

Hola

dolor

cabeza

brazo

mano

dedos

espalda

pecho

pierna

rodilla

Tengo un dolor

Admittance form containing: nombre, edad, sexo, número de teléfono, fecha, dirección, occupación, historia medical, médico, corazón, riñón, cirujía, drogas, narcóticos, hijos, temperatura, pulso, respiración, tensión arterial

TROWEL TRADES
(German)

Guten Tag

Wie geht es Ihnen?

Danke gut.

Was bauen Sie

Ich baue ein Haus.

Was ist das?

Das ist . . .

der Ziegelstein

die Speise

die Kelle

der Sand

die Wand

der Stein

der Zement

das Fundament

der Fussboden

die Decke

bauen (Ich baue. . .)

der Kalk

das Gelenk

schneiden

legen

machen (Was machen Sie?)

Ich mache . . .

Geben mir . . .

Numbers through 10

TROWEL TRADES
(Spanish)

albañilería

casa

suelo

pared

puerta

ventana

techo

chiminea

escalón

sótano

desván

ladrillo

mortero

plano

agua

cimiento

pesa de plomo

cincel

sierra

pala

cubeta

WELDING
(German)

die Säge	hier
die Feile	dort
der Bohrer	numbers through 12
der Hammer	Ich habe (#) Mark.
der Niet	Wieviel Geld haben Sie?
das Blech	Konnen Sie mir bitte sechs Mark leihen?
der Elektrohandbohrer	Gibt mir . . .
der Schweissbrenne	Guten Morgen
das Schweissmettel	Guten Abend
die Schweissnaht	Gute Nacht
der Schraubenzieher	Guten Tag
die Schraube	Wie gehts?
der Nagel	Bis morgen
schrauben	
nageln	
sägen	
feilen	
bohren	
schweissen	
Gibt mir . . .	
Wo ist . . .	
Was ist . . .	

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The following is an example of the lesson plan form used by those students participating in the Vocational/Foreign Languages teaching.

STUDENT TEACHER _____ DATE _____

VOCATIONAL AREA _____

REVIEW:

NEW MATERIAL:

VISUAL AIDS EMPLOYED:

TO BE SIGNED BY VOCATIONAL TEACHER:

1. Was the student prepared? YES NO
2. Was the student able to answer questions satisfactorily? YES NO
3. Was a sufficient review conducted? YES NO
4. Was the presentation of new material clear? YES NO
5. Comments:

Signature: _____